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ABSTRACT

The purpose of this teaching unit is to improve the reading skills of fifth grade students, particularly reading comprehension, by increasing their knowledge about how language works. The three sections of the unit introduce the students to the concepts of context clues and paraphrasing (words, sentences, paragraphs, and stories) and give the students practice in applying these concepts to reading tasks. Each unit contains a brief overview of the skill area, a list of performance objectives, a set of sample instructional materials, and some suggestions about how to use those materials and other related activities in teaching the unit. Teachers record keeping procedures are discussed, and record keeping forms are provided. (RL)

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EXPERIMENTAL TEACHING UNIT

FIFTH GRADE

READING

Developed by

Teacher Education Division
Far West Laboratory for
Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103

CS004 128

Introduction to the Unit

This Experimental Teaching Unit is intended to give students some practice in important reading skills. There are three sections to the unit, each of which deals with slightly different skills.

For each section the following things are included in this packet:

(1) a brief overview of the skill area
(2) a list of performance objectives for the students
(3) a set of sample instructional materials (you may use those included, select some from another source, or create your own)
(4) some suggestions on ways to use the materials and on other related activities.

Your students will be both pre-tested and post-tested on the objectives listed in each section. Individual student scores on the pre-test will be provided for you.

Please spend about 40 minutes a day on work related to these objectives. This means that any one student who is working on unit activities should spend no more than about 40 minutes total during the day.

There are many different ways of organizing the materials and of relating one objective to another. Many exercises can be planned to cover more than one objective. If you wish, objectives from different areas can be included in the same lesson. We are interested in the variety of ways to teach these reading skills. You may teach as much of the unit to as many of your students as you wish, and in any manner you choose.

As much as possible, please keep track of what materials and activities you use to teach the unit. To help you do this, please follow these procedures:

(1) Each of the three sections in the ETU is composed of a set of instructional objectives.
    (a) For each section, select the objectives you plan to use.
    (b) Arrange the objectives in the order in which you plan to use them and place the appropriate number in the space provided. (You will use this number to identify each objective on your teaching record, so do this before you begin the unit.)
(2) Use the Daily Teaching Record, to keep track of the instructional objectives and the materials or activities you focus on each day.

At the end of the unit we would like to get information from you on questions like:

(1) What materials did you use (either from the packet or of your own devising)?
(2) In what order were objectives and materials used?
(3) Which materials/activities worked well and which less well?
(4) What was the reaction of the children to the unit?
(5) What procedures did you use to teach different objectives?

We hope you, as teachers, will feel free to try out different approaches to teaching this unit.

Overview of Skill Areas

This unit is designed to improve a student's reading comprehension by increasing his understanding of the way language works. The purpose of written language is to communicate a message. The most important task of the reader is to figure out the underlying meaning of what is written. To do this, he must go beyond the decoding of individual words and deal with larger units. At this stage, a competent reader does not remember every word exactly as it is written. He may not even read every word. What he does get is the "gist," the underlying meaning, of what he reads.

To improve reading for meaning, the student is introduced to the concept of paraphrase. A particular idea can be stated in a number of different ways. The external form of the message can change as sentences are rewritten, but the underlying meaning stays the same. This concept of paraphrase is applied at three levels: (1) different words can be used to represent the same concept (synonyms); (2) sentences can be rewritten to express the same idea; and (3) paragraphs or stories have a major topic and can contain ideas written in different ways.

Another section of the unit gives the student practice in using context clues. As a skilled reader processes a sentence, he uses his knowledge of language to make predictions about what words will appear. By integrating words into the larger unit of the sentence or paragraph, the reader can decode words with a minimum of visual cues. He relies on the redundancy of language to fill in additional features.

Record Keeping

It is important to the study for us to find out how different people go about teaching this unit. We would like you to help by keeping records as you teach the unit. Record keeping is often time consuming, but we hope these procedures will be convenient and not add too much to the normal demands of preparation. Please do the following:

1. You have numbered the instructional objectives in the order in which you introduce them. Place the numbers on the lines to the left of the objectives. (Note: The fact that you number objectives consecutively does not mean that you have to complete work on one objective before moving to another.)

2. For each teaching day, record information about time and students taught. Use the form labeled "Time Record."

3. For each teaching day write a brief description of the day's activity. Use the "Daily Teaching Record" form. Please be sure you included the following things in your description:

    a. Objective covered;
    b. Materials used;
    c. Activities or ways of using materials.

    If you use materials or activities from the packet you can refer to them by the identification number. (Materials are identified by page, in the upper right hand corner. Activities are identified by the number to the left of the paragraph description.)

    You may fill out the "Daily Teaching Record" either before or after the actual lesson. If you fill it out before, please note any changes you made during the actual teaching, also record the general pupil reaction to the lesson. Use the spaces labeled:

    Changes while teaching
    Pupil response

    You can also use the section labeled "Additional Comments" to make comments about the lesson. If possible, please save a copy of any work sheets you make up.

NAME _____

DATES _____

TIME RECORD

	START	STOP	STUDENTS WORKED WITH*
DAY # 1			
DAY # 2			
DAY # 3			
DAY # 4			
DAY # 5			

	START	STOP	STUDENTS WORKED WITH*
DAY # 6			
DAY # 7			
DAY # 8			
DAY # 9			
DAY # 10			

* If you work with the entire class, write "entire class". If you work with a subset of the class, write the student's names.

NAME _____

DAILY TEACHING RECORD

DAY _____

Objectives:

Materials/Activities:

Changes While Teaching:

Pupil Response:

Additional Comments:

Context Clues

This entire section deals with the child's ability to recognize and use context clues in sentences or in paragraphs. The child will use context clues to predict missing parts of the sentence or paragraph. These exercises draw on the child's knowledge of language patterns and focus attention on the coherence and predictability of language. The number of words which can fit in any blank is limited by the surrounding context.

The context clues may be of different types -- sometimes a single word, sometimes a phrase or two, and sometimes the general "sense" of the paragraph. The child should be able to use these context clues to fill blanks from a set of alternatives or by generating his own words. Finally, the child should be able to identify the specific parts of the sentence or paragraph, the context clues, which helped him fill a blank.

Objectives:

Given a blank in a sentence or paragraph:

____ the child can choose a correct word to fill the blank (only one alternative correct), based on context clues.

____ the child can indicate the parts of the context which helped him make his choice.

____ the child can choose the acceptable alternatives to fill a blank (more than one alternative acceptable), based on context clues.

____ the child can generate an acceptable word to fill a blank, based on context clues.

Given several blanks in a sentence or paragraph:

____ the child can generate acceptable words to fill the blanks, based on context clues.

____ the child can indicate the parts of the context which helped him make his choice (including other blanks).

____ the child can choose acceptable words to fill the blanks (more than one alternative acceptable per blank), based on context clues.

____ the child can choose the correct words to fill the blanks (only one alternative acceptable per blank), based on context clues.

Working with Words in a Sentence:

1. Give children several sentences with one or two single-word blanks. Provide choices of words to fill each blank. Ask the children to select the word or words which are appropriate to fill the blank. Sometimes one of the choices may be clearly the best word to fill the blank. (See materials pages 103 and 104.) Other times more than one of the choices might be acceptable. (See pages 101 and 102.) Discuss with the students how they chose a word to fill the blank. Have them read the sentences aloud trying out both correct and incorrect choices.

2. Give children several sentences with one or two single-word blanks. Ask them to think up an appropriate word to fill each blank. (See pages 105 - 107.) Later, discuss the variety of choices and the clue words that led to their choices.

3. Work through with the class some sentences which have definite clue words. (See page 105.) Ask the children what would happen if a major clue word were changed. What if the word "bat" in sentence 2 were changed to "ball" or "net" or "raquet"? What if "car" in sentence 3 were changed to "man" or "robber" or "horse" or "cat"? These sentences, which were written by fifth graders, provide good sentence frames for exploring the interrelationships of words in a sentence.

4. Have children write their own sentences leaving a single-word blank. The object is to write the sentence so the answer is obvious. Writer of sentence gets 5 points if children are able to fill in the blank the first time. Discuss clue words drawn upon to be able to fill in the blank appropriately.

5. Using sentences with a blank and the first letter of the missing word ask children to list words that might fit in the blank. Allow them to discover that they needed to look at the first letter as well as the context clues.

   Example: Mark enjoys feeding the c_____.

   Why would dog be incorrect?

   Continue by inserting the last letter: c___w.
   Which word could now be correct? Would cattle be correct? Why?

6. Give children sentences with one blank where it is obvious that a particular form of word is required.

   Example: The _____ walked slowly.

   A noun response is required in this example.

   When I _____ by, I laughed at the dog.
   pass
   passes
   passed

   In this example, a particular form of verb is required. Discuss why a particular form of word is required. Try others to discover if they will work as well.

7. Discuss such words as "wind." Put wind on the board. Ask children to read the word. What happened? Use it in a sentence. What is the clue word to let us know if it is wind or wind?

   Partial list of homographs: close, lead, object, present, read, row, record, separate, tear, wound, live, bow, content, dove, excuse, house, sow, use

8. Ask children to look at analogies. (See page 109 of materials.) Working together decide the appropriate word for the blank. Discuss the relationship that led the children to make the correct response.

9. Write on the board:

   The _____ doctor _____.

   Ask children each to add one word to the sentence that would make sense. Leaving this expanded sentence on the board, erase doctor and find out if any other word would still make sense in their sentence. Why? Why not? Try erasing other words and making substitutions. If you change one word, does that make other changes necessary? What clue words did you draw on for your substitutions?

10. Context clues can be used by the reader to help define new words. Have the student read a sentence containing a difficult or unknown word. What must the word mean so that the sentence makes sense? (See materials pages 115 and 116.)

11. Sentences with nonsense words can be used to practice context clues. What is the meaning of the underlined word in this sentence:

    Seven yellow <u>fleegles</u> grew in the garden.

Working with Words in a Paragraph:

15. Give each child a copy of a paragraph with blanks. Ask them to fill in the blanks to make their story the most interesting. Later, meet with this same group of children and share responses and reasons for making such responses. Draw on the idea that several different responses do indeed make sense while making our language fun and interesting. Discuss how some blanks have several possibilities while some have few. Why? (See materials page 111.) Notice that information from surrounding sentences must often be used to decide on the word. For blanks near the end of a paragraph, the context may lead up to that blank. For other blanks, the context after the blank may need to be considered to select the best word.

16. Give each child a paragraph with blanks. These blanks should have one possible answer. Let children discover when they meet again that everyone has the same answer. Discuss why. What were the clue words? (See materials page 113.)

17. Ask children to write their own paragraphs leaving some words blank. Meet with same group, choose partners and exchange papers. Partner will then fill in blanks. Meet again and discuss why some blanks had several possibilities while some had only one. Did you change the meaning of the author's intentions?

18. Read a story with repeated language patterns. Are there some cases where you "expect" a specific word to appear? Try "Sody Sallyraytus" from Sounds of a Young Hunter by Bill Martin, Jr.

19. Most of these exercises have to do with predicting content words -- nouns, verbs, or adjectives. An even more predictable part of language is the function words. Take a passage, delete the function words, and let the students fill them in. How many choices did they find for different blanks?

20. Sometimes a student can read and understand a passage even when words have been deleted. The skilled reader gets the general meaning without needing each word. Or he fills in the words from context automatically, without thinking about it. Using materials pages 118, ask the students to read through the whole story quickly and figure out what is going on. Go back and fill in the blanks only if the student needs help.

21. Give the students a copy of a paragraph with some words changed so they do not fit in the context. (See materials page 117.) Have the students read the passage to answer the main idea questions. Then ask them if they noticed anything wrong with the passage. Sometimes good readers will not notice mistakes because they automatically correct them to fit the context. (This is a good sign, and shows how the process of reading works.) Sometimes mistakes are obvious because the word just doesn't fit the context. Can the students find and correct 6 mistakes on page 117?

22. Read a variety of paragraphs which are descriptive, expository, or active in nature. Lead children to discover the types of words they would expect to find in each of the paragraphs. Build on the language patterns found in each paragraph. What kinds of words are used to evoke a particular feeling?

Games:

25. Child thinks of a person or thing. He gives one-word clues to the other children about his word. Object is to guess the word in as few clues as possible. After the word has been guessed, write on the board what the children feel to be the most important clues.

26. Open-Ended Game Board

    Child draws a card containing a sentence with a single-word blank and choices of words to fill the blank. He must choose the correct word before he may move. Answer key should be available so answers may be checked.

27. Tic-Tac-Toe

    Child draws a card containing a sentence with a single-word blank. He must give the correct answer before placing his "X" or "O".

28. Form two teams. The first player on each team walks to the board and writes a word for his team. Each member of the team, in turn, adds a word to the sentence that the first player started. The added word must be the next word in the sentence and it must make sense. The first team to complete an intelligible sentence in which each player has added a word is the winner. If each team has 8 to 10 players, the children will have to think up fairly complex sentences.

29. Choose any story for children. One child reads the story stopping frequently at some point where the next word seems obvious. Other children attempt to fill in the word. If several give the correct word together, all gain a point. Child to score highest number of correct words is the winner and the next reader.

1. Sometimes a toy _____ hums when you spin it.

   yo-yo dog top dryer

2. When the painter finished his work, he stopped to admire his _____.

   song creation book painting

3. Father dug a big _____ in the backyard.

   hole tree pit water

4. Throughout the years, scientists have discovered certain _____ facts about air.

   silly strange important unknown

5. Our short-cut took us _____ the thickest part of the woods.

   into through around under

6. I'll _____ your garden for you.

   lightly water weed jump

7. Danny cannot understand how money disappears so _____.

   slow easily quickly quietly

8. He went to the _____ for a swim.

   swimming lake sunny pool

1. People who ___1___ pets should ___2___ them carefully.

take	train
own	watch
exchange	treat

2. When Ed was given ___1___ for the day's work, he felt he had been ___2___.

(1)	(2)
only a quarter	cheated
fifty dollars	underpaid
only a dime	overpaid

3. The ___1___ in my ___2___ broke.

(1)	(2)
ink	pencil
lead	pen
chalk	hand

4. There were ___1___ at the city ___2___.

green	zoo
elephants	park
ducks	wild

1. The _____ repairman doesn't know to whom this TV set belongs.

   confident happy confused

2. Mr. Evans needed the _____ of each citizen in his clean-up drive.

   suppose support suspense

3. When the town grew larger, the number of stores _____.

   stayed the same decreased increased

4. The plane is capable of speeds greater than the _____ of sound.

   speed speak speech

5. Julie accidentally stuck her finger with a _____.

   jar needle thread

6. Good food, exercise, and rest are _____ for good health.

   necessary unimportant interesting

7. If you break any of the rules, you will be _____.

   rewarded punished excused

8. _____ had been placed around the playing field to hold back the crowd.

   seats trees ropes

1. The ____(1)____ tried to separate the ____(2)____ from her colt, but couldn't keep them apart.

(1)	(2)
teacher	pupil
cowboy	cow
father	horse

2. John had no love for ____(1)____; he especially disliked ____(2)____.

(1)	(2)
auto repair	drying dishes
housework	clean
dirty	wearing shoes

3. The ____(1)____ worked hard to remove all traces of ____(2)____ from the city.

(1)	(2)
lawyer	disease
doctor	garbage
teacher	safety

4. Daniel Boone realized that the Indians were becoming ____(1)____ and trouble was ____(2)____.

(1)	(2)
hostile	impossible
friendly	likely
tired	winning

1. Susan looked at the moon and _____ in the sky.

2. I like to play _____ because you get to use a bat.

3. The car _____ away.

4. You can tell what time it is if you look at the _____.

5. I am going to go _____ and catch some fish for my mother.

6. Mother went to the _____ to buy groceries.

7. The sky is _____ and cloudy.

8. We ran out of _____. It's a good thing there was a gas _____ near by.

9. My _____ barks when _____ try to break into our house.

1. I'll _____, if you will lead the way.

2. Go to the _____ to check out the books you need.

3. The white duck led her six baby _____ to the pond for their first _____.

4. The sleepy child soon went to _____.

5. The noise _____ out the sound of his voice.

6. One spring, the _____ overflowed its banks.

7. Harry fell into the _____ and his clothes got _____.

8. The ten-year old girl had a _____ cake with ten _____ on it.

9. The bites of food were too _____ for the baby to chew.

10. She wore a blue belt around her _____.

1. I sit at my _____ in school.

2. I was very _____ at my mother.

3. The quarterback threw a long _____ to the receiver.

4. I was _____ because the robber had a gun.

5. There is a _____ of the United States in our room.

6. Matt has a _____ temper.

7. At the pool, I like to jump off the high _____.

8. The man looked _____ but he was a crook.

9. Larry was cold because he had lost his _____.

1. It is c_____ outside today.

2. Ask the team members to m_____ here after school.

3. The two bi[illegible] roosters had a f_____.

4. The king will r_____ over the entire kingdom.

5. The b_____ on our car need tightening so we can stop on a dime.

6. A dog suspected of having r_____ is observed for 10 days.

7. I eat lots of bread and j_____.

8. The ball r_____ down the hill.

1. Sky is to airplane as _____ is to boat.

2. Colt is to horse as _____ is to cat.

3. Hand is to glove as _____ is to shoe.

4. Finger is to _____ as _____ is to foot.

5. Horse is to stable as dog is to _____.

6. Umbrella is to rain as jacket is to _____.

7. Paw is to dog as claw is to _____.

8. _____ is to sailor as spaceship is to astronaut.

9. Wind is to sail boat as _____ is to car.

10. Bullet is to rifle as _____ is to launching pad.

11. Car is to road as _____ is to track.

12. Moon is to earth as earth is to _____.

13. Piano is to music as pencil is to _____.

1. I went to the _____ and saw lots of animals. One of them was a lively little monkey. He swung around with the other _____. Then we went and saw the birds. They were _____ all over the place. We even had to duck our _____.

2. Whenever we hear the word "pirate," we can just imagine what he looks like. He is a big, _____ man. A jagged red scar crosses his _____ and disappears into his long, bushy beard. A broad-brimmed hat shields one steel-blue eye from the blistering hot sun. A black _____ covers the other _____. He has either a peg for a leg, or a hook in place of a hand. In his wide belt is a large pistol, a _____ sword, and a knife. Other men _____ him and do what he wishes.

1. Saturday we went to Santa Cruz. There we cooked our dinner. My parents slept in the camper and so did my littlest brother. My other _____ and I slept in a pup _____. It looked small from the outside, but when I got in it seemed very _____. We brought 2 of our dogs because Sunday there was a dog _____. After the dog show we went swimming. Then we came _____.

2. Once I was walking down the _____ and saw an apple tree with big red _____. I took one. It was very _____. As I was eating my _____ someone came out and _____ a rock at me and _____ "Get out of my _____." So I told him I was _____ and walked over to my best _____ house and ate _____ over there and _____ the night. It was very much _____.

1. In a few _____, the sound of the river increased to a deep roar. Rapids were ahead. The men in the boats began to _____. The river swept around a bend. The water dashed and swirled about a hugh boulder. The men grabbed the _____ of their _____ and hung on as their boats were flung like matchsticks through the _____ water. Soon the boats were full of _____, but the watertight compartments kept them afloat and their _____ dry.

2. The prisoner started to run like the _____. The Indian was right on his heals. Suddenly, _____ out by the chase, the prisoner stopped and _____ around. The Indian was so _____ that his own weary legs failed him. He stumbled and _____. The prisoner was on him in a _____. The knife intended for the _____ went into the warrior instead.

1. Tom's eye lighted upon the log table in front of the fireplace. He had never dreamed that one table could hold so many good things to _____. At one end, there was a blue bowl piled high with a mountain of snowy, white _____. At the other end of the _____ two fat, brown _____ pointed their drumsticks into the air. There were loaves of _____ still warm from the _____, dishes of cheese, bowls of applesauce and good yellow turnips. Best of all were the golden-brown apple _____.

2. John slid into a bleacher seat and looked down at the baseball _____. The grass had never looked so _____ on TV. Then he looked across at the other bleachers. Blue and white pennants fluttered in the air. Boy Scouts in green uniforms _____ together in a bunch. Ladies in red and yellow and blue sunhats bobbed their heads as they talked and watched. And up and _____ the rows marched men in white aprons. They had _____ dogs and _____ drinks to _____.

1. Sometimes you can see water bubbling out of a rock. The water comes from a spring under the rock. Most spring water is cool, but when it comes from deep inside the earth, spring water may be hot. These springs are called hot springs. If tiny bits of minerals from underground rocks mix in the water, [illegible]rings are called mineral springs.

2. The little colt was frightened, for straight at him came the great gray wolf. The colt was trapped against a rocky wall. He wheeled around, but there was no escape. The wolf came closer. In a flash it would be all over. Intent upon his tender victim, the wolf did not hear the sound of a running horse behind him. The colt's mother was coming to rescue him in the nick of time.

1. The smog made the day so gloomy that we could hardly see the buildings on the other side of the river.

dark

quiet

windy

2. Gene's reflection in the pool was so clear that he could see the freckles on his face and the checks on his shirt.

image

shadow

thoughts

3. Dr. Martin usually gives a very thorough examination. She likes to check everything to be sure that you're in good health.

fast

complete

painful

4. The villagers bought the produce that the farmers had grown.

animals

milk

food

5. The huge crane was able to hoist the heavy packages onto the ship.

unload

lift

remove

1. A ferocious lion can kill animals that are larger and faster that it is.

   fierce

   tame

   weak

2. The speaker talked on and on. He was so loquacious that after his talk there wasn't any time left for the other speeches.

   interesting

   talkative

   boring

3. Rain fell for several days. When it finally stopped, the ground was completely saturated.

   soaked

   dried

   sandy

4. He was a fireman, but among his avocations were collecting stamps and building model ships.

   _____

5. Ted did the same thing every day, and the monotony of his work bored him.

   _____

How has San Francisco Changed?

At one time, San Francisco was a small sleepy village in Colorado. Few people lived in the community. Few ships came to its fine house, and fur products came into the village or were taken away from it.

Then gold was found in a place not far away. The "Gold Rush" began. Thousands of people came to San Francisco. They needed food, clothing, tools with which to play, and many other things. The sleepy village became a small but busy city.

A few years later, much of the gold was gone. Many people left San Francisco, but some stayed on. They learned to farm the land, to use trees for lumber, and to make a living in other words. Products were sent to San Francisco to be shipped out. It did not become a ghost town. It grew into a great bay.

On Saturday Robert and I climed down into the canyon. When we were _____ the bottom, Robert started poking _____ in _____ bushes with a stick. "Here it is," he said.

And right there, sticking _____ of the ground, was _____ biggest bone I _____ ever seen. We dug at the bone with sticks, but _____ couldn't budge it. Finally, when I _____ about to collapse, Robert said, "The ground's _____ hard."

"No kidding," I told _____.

We stood _____ for a while; then I got _____ idea. My house was right above us. So I said, "If I drop _____ hose down _____, we can soak _____ ground until _____ _____ soft.

I climbed _____ the canyon wall to get _____ hose. It didn't quite reach _____ bone, but _____ came close _____. Robert climbed partway up the cliff and caught _____ end _____ the hose. I turned on _____ water and let _____ run for more _____ ten minutes. When I got back _____, things were muddy but _____ bone _____ loose. We had it out _____ five minutes.

"Wow! Look _____ it!" I _____ to Robert. "It must be a dinosaur bone! Look how big it is!"

Paraphrase
(Words and Sentences)

The smallest unit of paraphrase is the single word. Particularly for basic concepts, more than one word often exists to express the concept. Such synonyms as "fast," "quick," and "rapid" are an example of paraphrase.

It is at the level of the sentence that the concept of paraphrase is most often applied. Sentences can be rewritten so that the same idea is stated in different ways. These changes can be made by substituting words or by changing the order of the words or by combining both types of changes.

This section of the unit should increase the child's skill at recognizing and producing different statements of the same idea. The child should also recognize that some differences change the meaning of the sentence.

Objectives:

_____ Given a sentence with a word underlined, the child can choose a correct synonym from a set of alternatives.

_____ Given a sentence with a word underlined, the child can generate an acceptable synonym for the designated word.

_____ The child can recognize that two sentences have the <u>same</u> meaning

- when different words are used (synonyms)
- when the order of the words is changed
- when different words are used and the order is changed

_____ The child can recognize that two sentences have a <u>different</u> meaning

- when different words are used
- when the order of the words is changed
- when different words are used and the order is changed

_____ The child can identify the parts of the sentences that helped him make his decision.

_____ Given a sentence, the child can write another sentence with the same meaning by:

- substituting synonyms
- changing the word order
- substituting synonyms and changing the word order

Words:

30. Write some sentences on the board, and underline a critical word in each sentence. Ask pupils to think of a synonym for each underlined word. You could also list possible choices of words below each sentence and ask the child to choose the most appropriate word as a synonym. (See materials page 150.)

31. List pairs of words on the board, some of which are synonyms, and some of which are antonyms. Have the students choose which pairs are synonyms. Or scramble the word pairs and have children draw lines between synonym word pairs. (See materials page 152.)

32. Most workbooks have exercises which pertain to synonyms. You could refer to these for finding appropriate synonym pairs.

33. Put some common words on the board. Ask the students to write as many synonyms as they can for each word.

34. Look for words used often by writers as synonyms. For instance, in newspaper sports reports, what words are used for "win" or "lose"?

35. Extend the concept of synonyms to words which are used to refer to the same concept within the context of a story. Pronouns are used in this way. Also, general words are used to stand in for more specific words. In a story about Nancy, she might be referred to as "the girl." (See materials page 151.)

36. Ask the children to each read a different paragraph and choose 10 key words. Ask them to write synonyms for each of the 10 words and make a crossword puzzle. Exchange papers with a friend and solve the puzzle.

37. Play "Concentration" using synonyms. Player must match a word card with another card which has a synonym of the first word.

Sentences:

51. Show the children a simple line drawing. Ask them to write a sentence describing what they see in the picture. (This should be a simple description, not an elaborative story.) Write on the blackboard the sentences given by different children. Did they all describe the same thing? Did they all say things the same way? Discuss the different ways of saying the same thing.

52. Put a sentence on the board. Ask the children how the sentence could be changed and still say the same thing. The lesson could focus on substituting words (synonyms) or on changing word order or both. See the Bill Martin textbook series for many good sentences to be rearranged. As sentence order is changed, help the children see that groups of words always stick together (prepositional phrases, nouns with modifiers, etc.). You might prompt for additional changes by asking the children to change particular words or by asking questions like "What if the sentence began with . . .". Often exercises on rearranging sentences produce unusual or humorous "wrong" combinations of words. Recognizing such wrong combinations can be a fun type of language play.

53. Divide the children into teams and give them a sentence with many possible paraphrases. Ask the children to rewrite the sentence as many ways as they can. Let the class judge if all the entries are acceptable. The team that can write the most paraphrases wins the game.

54. Pick out a sentence and ask the children to expand and/or contract the sentence. What things can be left out without changing the meaning? What other things are known from the context of the story that could be added to the sentence? The Bill Martin series gives examples of this activity.

55. Take a set of related sentences, each with paraphrases. (See the racer story, materials pages 230-233.) Print each sentence or paraphrase on a separate strip of paper, then shuffle the deck. Ask the children to sort the deck into sets of sentences which go together. The children can then choose one sentence from each set to make up the story. How many different forms of the story can be compiled? Which version do the children like best?

56. Take a group of sentences to which the children have written paraphrases. Divide the sentences up into 2 sets, each of which contains one half of each sentence-paraphrase pair. Ask the children to match up each sentence with its paraphrase.

57. Take a set of famous sayings and restatements of them in ordinary prose. (See materials page 234.) Ask the children to match them up. The children might enjoy adding to the list.

58. Let a group of children play the "gossip" game. One person thinks up a simple story and tells it to the next person, who then turns around and tells the story to the person on the other side. Children will probably retell the story in their own words. This is a form of paraphrase. Discuss with the children how some information gets lost or changed.

59. Using individual word cards, ask children to arrange them in a sentence which makes sense. Read aloud. Then rearrange words to discover that some arrangements will not make sense.

    Example: The boy bounces the ball.

    Discuss why "The ball bounces the boy." would not be correct.

60. Put a sentence on the board. Ask the students to rewrite the sentence, keeping the same meaning but stating the idea in different words. (See materials page 240.)

61. Have the children read a key sentence and several possible paraphrases of that sentence. Some sentences should be acceptable paraphrases and others should change the meaning of the key sentence. Have the students write SAME or DIFFERENT to indicate whether or not it is an acceptable paraphrase. (See materials pages 235-237.)

1. Nancy is very <u>generous</u> with her books. She has lent me several of them whenever I asked to borrow them.

comfortable

unselfish

happy

2. The sign had so many arrows that drivers were often <u>confused</u> by it and didn't know which road to take.

relieved

aided

mixed up

3. As he walked to school, Mark had the <u>germ</u> of an idea for the science project.

end

beginning

mistake

4. I regret that I must <u>decline</u> the invitation.

accept

keep

refuse

5. The rock climber was <u>exhausted</u> when he reached the top of the mountain.

weary

bored

excited

This story is about someone named Tom. Underline all the words in the story that are used to mean Tom. (Hint: look for 6)

Tom's eye lighted upon the log table in front of the fireplace. He had never dreamed that one table could hold so many good things to eat. The boy looked longingly at the plates of cookies and the juicy red apples. At the other end of the table, he saw two fat brown chickens. Quickly he sat down at the table and filled his plate.

This story tells about the action of rocks falling. Underline all the words in the story that are used to mean falling.

Suddenly John's head jerked up. It began to sound as though the whole world was tumbling down toward him. Rocks had broken loose and were hurtling down. It was a rockslide! Whole trees from above and huge lumps of rock were plunging downward. It was as though the entire world was falling down, and only he was left. He was along on a huge mountain of rock.

UNDERLINE the pairs of words which are synonyms.

weak - dim

sad - joyful

aid - help

least - fewest

silently - noisily

hated - disliked

saved - spent

clever - wise

All by himself Jack had built a racing car to enter in the race.

____ To enter the race, Jack had put together a racing car all by himself.

____ Without any help, Jack had built a racing car to enter in the race.

____ All by himself Jack had bought a racing car to enter in the race.

Jack tested the brakes on his long, low racing car and oiled the wheels for the hundredth time.

____ Jack oiled the brakes on his long, low racing car and tested the wheels for the hundredth time.

____ Jack tried out the brakes on his long, low racer and oiled the wheels for the hundredth time.

____ Jack repaired the brakes on his small low racing car and oiled the wheels for the hundredth time.

Jack's heart began to pound as he put on his football helmet and pushed his racer to the starting line.

____ As Jack put on his football helmet and pushed his racer to the starting line, his heart began t[illegible]nd.

____ With a pounding heart, Jack pushed his football helmet and put his racer on the starting line.

____ Jack's heart started pounding as he placed the football helmet on his head and pushed his racer to the starting line.

The crowd cheered as Jack leaped into the racer and started down the hill.

____ The crowd cheered as Jack held on to the racer and headed for the hill.

____ The crowd cheered and started down the hill as Jack leaped into the racer.

____ While the crowd shouted, Jack jumped into his car and began moving down the hill.

Jack could hardly breathe as he whizzed down the steep hill.

____ Whizzing down the steep hill took Jack's breath away.

____ Jack had trouble breathing as he walked up the steep hill.

____ As he whizzed down the steep hill, Jack could hardly breathe.

Just as the yelling reached its loudest, Jack's racer shot over the finish line.

____ As Jack's racer shot across the starting line, the yelling reached its loudest.

____ Just as the screams became the loudest, Jack's racer zoomed across the finish line.

____ As Jack's racer shot over the finish line, the yelling reached its loudest.

A stitch in time saves nine.

A rolling stone gathers no moss.

A bird in the hand is worth two in the bush.

Absence makes the heart grow fonder.

Don't put all your eggs in one basket.

Out of sight, out of mind.

You have to keep moving and growing or you get moldy.

You like people more when you are separated from them.

If you plan too much on just one thing, you may be really disappointed when it doesn't work out.

If you take care of small problems, you avoid big problems later on.

You forget about people when you don't see them often.

To have something you can count on is better than to wait and hope for more.

As he parked the car, he saw something strange.

____ He saw something odd when he parked the car.

____ While parking the car, he noticed something strange.

____ He found something weird as the car was parked.

____ When he saw something, the car was parked.

Men and women who enjoy making people laugh can go to the College of Clowns in Florida.

____ In Florida men and women who enjoy making people laugh can go to the College of Clowns.

____ Men and women who can go to the College of Clowns in Florida enjoy making people laugh.

____ Can men and women who enjoy making people laugh go to the College of Clowns in Florida.

____ Men and women who laugh can enjoy making people go to the College of Clowns in Florida.

Everyone stood staring as the rain doused the flames.

____ Everybody stood looking while the rain put out the fire.

____ Everyone stopped staring as the rain quenched the fire.

____ All the people were frozen looking at the rain stopping the fire.

____ Everyone peered quietly when the rain stopped the flames.

The storm stopped as suddenly as it began.

____ As suddenly as it began, the storm stopped.

____ As quickly as the storm stopped, it began.

____ The storm was finished as soon as it began.

____ No sooner had the storm begun then it was finished.

Have you ever thought about all the things that we do with the wood we get from a forest?

____ What do we do with all the wood we get form a forest?

____ How many uses do we have for the wood we get from a forest?

____ Have you considered all the things that we do with the wood from the forest?

____ When we take wood from a forest, what are all the things we do with it?

When I came out, George was there, leaning on a big box.

____ Leaning on a big box George was there when I came out.

____ George was leaning on a big box when I came out.

____ When I came out, leaning on a big box, George was there.

____ When I left, George stayed, leaning on a big box.

1. Since Wally, a baby walrus, drank almost theree gallons of clams, cream and vitamins everyday, she gained more than a pound a day!

2. Bluebeard was a pirate who lived when America was ruled by a British king.

3. One night an old man took a short cut across a field on his way home.

4. We could see the valley from the windows.

5. A new boy and girl came to our school today.

6. Everything's turning brown because of the lack of rain.

Paraphrase
(Paragraph or Story)

At the level of the prose passage or story, the concept of paraphrase can be applied in two ways. An entire paragraph unit can be paraphrased. Just as a sentence paraphrase keeps the basic underlying meaning intact, a good paraphrase of a passage keeps the important points and the main ideas of the passage intact. Details of surface structure form may be changed, but the essential meaning of the paragraph remains the same. The most fundamental paraphrase is a short summary which expresses the major topic and the important ideas of a passage.

The concept of paraphrase can also be applied to a single idea within a passage. An important idea in a passage can be expressed in different ways. Sometimes information from different parts of a passage must be integrated by the reader to determine the underlying idea. The skilled reader can pull together information from different locations to determine the topic and major ideas of a passage. A reader who has understood a major point of a passage will recognize that idea later, even if it is expressed in a different form. He will recognize differences in expression which change the meaning of major points.

This section of the unit gives the student practice in identifying the major topic and important ideas of a passage, and in recognizing ideas from a passage when they are stated in different form.

Objectives:

_____ The child can read a passage and identify the major topic.

_____ The child can specify how the topic of a passage has been developed.

_____ The child can read a statement based on an important idea from a passage, and decide whether that statement is accurate.

- when the statement is an acceptable paraphrase
- when the statement changes important elements of the idea

_____ The child can identify the parts of the passage which communicate a particular idea.

- when the idea comes from one sentence in the passage
- when the idea comes from several consecutive sentences
- when the idea comes from different parts of the passage

70. Have the student read a short passage. Ask him to figure out what the passage is talking about. After he has finished reading, ask him to select a phrase which tells what the passage is mainly about. (See page 200 of the materials.) "What the passage is mainly about" often has two parts. First, the passage is about some topic concept. In most passages this topic concept is a person, place, or thing. The story on page 200 is about hot dog buns. A passage is then built by giving some kind of information about the topic concept. The kind of information given can often be described by the question words -- who, what, where, when, why, how. The story on page 200 is about how the hot dog bun improved the hot dog. The important ideas of a passage are usually those which elaborate this information.

71. Have the student read a short passage. Ask him to figure out what the passage is talking about. After he has finished reading, ask him to write a phrase which tells what the passage is mainly about. The phrase should identify the topic concept and tell how it is developed.

72. Talk with the students about the different ways in which a topic can be developed. What are the different things about a clock, for instance, that people might be interested in knowing about? Let each student choose one kind of information about clocks and write a paragraph developing the topic in that way. Then have the students trade papers and decide what the passage is mainly about. A longer essay about the topic could be formed by putting together the paragraphs written by different students.

73. Take a passage and write each sentence on a separate strip of paper. (See page 205 of the materials.) Let a student sort the sentences into groups according to what is being talked about in each sentence, or according to the kind of information about the topic given in each sentence.

74. Take a passage and number each sentence. Have the child identify by number all of the sentences which have to do with a particular topic or give a particular kind of information. (See page 211 of the materials.)

75. Introduce the children to basic concepts in outlining. The phrase which tells what the passage is mainly about is a good major heading in an outline. Important ideas which elaborate on that topic can be expressed as points under the major heading. (See page 208 of the materials.)

76. A more extended outline can be made by combining sections which give different kinds of information about the major topic. (See pages 202 through 206 of the materials.)

77. Have the children read a passage. Then give them a statement which expresses an important idea from the passage. Have the students locate the part of the passage which gives them that information. They might underline the appropriate parts of the passage. (See page 212 of the materials.)

78. Have the students locate the part of a passage which communicates an important idea. Choose an idea which is not expressed in just one sentence of the passage but comes from combining several sentences. The sentences might occur one after another in the passage or might be in separate parts of the passage. Help the students see how they have integrated information to get the underlying idea.

79. Have the students read a passage. Then select a sentence or a set of sentences which express a basic idea. Ask the children to paraphrase the sentence(s), to express the idea in other words. Be sure they include in the paraphrase the important information, particularly how the sentences relate to the major topic.

80. Have the students read a passage. Then give them a statement based on an important idea in the passage. Ask them whether the statement gives the same information as that in the passage (is an acceptable paraphrase) or changes the information in the story. (See page 200 of the materials and some of the others.) If the student decides incorrectly, ask him to find the part of the passage which gives the information. Talk about why changes are important to the meaning of the passage.

Read the story carefully. After the story are two kinds of questions.

When hot sausages were first served at the New York ball park, they were lifted directly from the boiling water and eaten without a bun. Customers kept switching them from hand to hand to keep the hot sausages from burning their fingers. Then, in 1904, at the World's Fair, one smart man who sold sausages began to wrap his sizzling hot dogs in bread rolls. Customers liked his idea because the rolls kept them from burning their fingers. The rolls also improved the taste, especially when the hot dogs were drenched with mustard, catsup, or relish. The fame of the hot dog in a bun spread so rapidly that it soon became one of America's favorite foods.

This story is <u>mainly</u> about:

1. who first used hot dog buns
2. why hot dogs taste better with mustard
3. how hot dog buns improved the hot dog
4. why the fame of the hot dog spread rapidly

SAME	DIFFERENT	At the World's Fair one smart customer got the idea of wrapping his hot dog in a bun.
SAME	DIFFERENT	Buns improved the taste of the hot dog.
SAME	DIFFERENT	The bun was useful because it kept the hot dog warm.

Read the story carefully. After the story are two kinds of questions.

Music lessons are fun -- for some people. Wolfgang Mozart was one boy who couldn't wait to start. When he was three years old, he used to join in his older sister's lessons. And when he was five, he was making up his own music. Some people didn't believe that a little boy could write such beautiful music. They thought it must be a trick. They thought his father had written it. So they tried an experiment. They told Wolfgang to stay in a room all by himself for a week. Somebody watched the room all the time to be sure that no one talked to him. At the end of the week, he had written a brand new piece of music for the church choir. After that, people believed that Wolfgang could write beautiful music.

This story is <u>mainly</u> about:

1. how people proved that a little boy could write music
2. why music lessons can be fun
3. how Mozart learned to write church music
4. how Mozart's father tricked people.

SAME	DIFFERENT	Mozart started playing the piano when he was 10 years old.
SAME	DIFFERENT	People talked to Mozart while he was writing music to make sure that he really did it himself.
SAME	DIFFERENT	People finally believed that Mozart could write music.

What if you had a first name but no last name? If your first name were Akajimabamaboo, everyone would know who you were, because probably no one else would have that name. But what if your first name were Bob or Mary? There are so many people named Bob or Mary that everyone would get confused.

A very long time ago that's the way it was. People had only one name. As there got to be more and more people in the world it got harder and harder to tell them apart. So people began making up last names for themselves.

This passage is <u>mainly</u> about:

1. how many people are named Bob
2. why Akajimabamaboo is a good name
3. why people need last names
4. how people named Mary get confused

SAME DIFFERENT People have always had first names and last names.

SAME DIFFERENT If each person could have a different first name, we wouldn't need last names.

SAME DIFFERENT We need last names so we can tell people apart.

People chose last names in different ways. Sometimes in choosing a last name a man would think about the kind of work he did. If he was a cook, he might say "I am Tom, the cook." Or just plain Tom Cook. One common last name is Smith, which is short for Blacksmith. A blacksmith is a man who shoes horses and heats and pounds and bends iron to make things. Today there aren't many blacksmiths, but there are lots of Smiths in the phone book.

Other people picked a last name that told about the place where they lived. Someone who lived on a hill could be called "Joe on the hill," or just Joe Hill. A woman named Ann Lake probably comes from a family that once lived near a lake.

People chose last names in different ways.

Sometimes in choosing a last name a man would think about the kind of work he did.

If he was a cook, he might say "I am Tom, the cook."

Or just plain Tom Cook.

One common last name is Smith, which is short for Blacksmith.

A blacksmith is a man who shoes horses and heats and pounds and bends iron to make things.

Today there aren't many blacksmiths, but there are lots of Smiths in the phone book.

Other people picked a last name that told about the place where they lived.

Someone who lived on a hill could be called "Joe on the hill," or just Joe Hill.

A woman named Ann Lake probably comes from a family that once lived near a lake.

This passage is <u>mainly</u> about:

1. where the name Smith came from
2. how people chose last names
3. why Tom was a good cook
4. how a last name came from the place a person lived in

SAME DIFFERENT A man might choose the name Smith to tell where he lived.

SAME DIFFERENT A name like Tom Cook is another way of saying Tom, the cook.

SAME DIFFERENT Someone might have picked the last name Lake to tell where they lived.

Outline:

I.

A.

B.

ways people chose last names

names that tell the kind of work done

names that tell where a person lives

Many people have had festivals or celebrations at the beginning of each season. The most popular is a May Day festival to celebrate the coming of spring. The warm weather and the sunshine make people glad to get outdoors. Two interesting May Day festivals are those of the English and the Scandanavians.

The English celebrate May Day by electing a May queen. She was chosen just before May Day in a special contest. On May Day she sat on a platform and waved and smiled at the crowd. Englishmen went "a-Maying" to gather baskets of flowers to decorate her throne.

In the Scandanavian countries, the custom was to put up a May pole. A strong young tree was planted in the middle of a meadow. Streamers of cloth and ribbon were hung from the pole. Then the people grabbed the streamers and danced around the pole until they were all tired out.

This story is <u>mainly</u> about:

1. who elected a queen on May Day
2. how the custom of the May pole developed
3. why people celebrate May Day
4. how May Day was celebrated by the English and the Scandanavians.

SAME DIFFERENT A May Day festival is held in the middle of the summer.

SAME DIFFERENT The Scandanavians elected a queen to watch over the celebration.

SAME DIFFERENT One May Day custom was to dance around a May pole.

Outline:

I.

A.

B.

The English choose a May queen
How May Day was celebrated
The Scandanavians dance around a May pole

Outline

I.

A.

B.

1.
2.

The Scandanavians danced around a May pole
The celebration of May Day
The English chose a May queen
Why May Day is celebrated -- to welcome spring
How May Day is celebrated

Can you remember when a friend wanted something you had? And you wished you had something that belonged to your friend? And then the two of you traded? Long ago, before there was any money everyone traded the things they didn't need for the things they wanted. Suppose you had two cows but no hay to feed them. You might find someone who would trade you some hay for one of your cows. Then both of you would have what you needed.

But sometimes trading didn't work so well. Sometimes traders couldn't decide just how much hay one cow was worth. Even when they did agree, there were problems. They might decide the hay was worth only half a cow. But since half a cow is really no cow at all, the man would still have to give a whole cow for the hay. Trading was sometimes disappointing. And it was often hard work.

One problem with trading was that the hay might not be worth a whole cow.

There was still another bothersome thing about trading - it might take a very long time. Suppose Tom had something you wanted but you didn't have anything he wanted. You might have to trade different things with different people before you got something Tom wanted.

For the man who has a cow, it might take so long that the cow wouldn't be worth trading. And a man's hay or grain might grow moldy and spoil.

Trading something you have for something you want can be fun. But long ago people learned a better way. They learned to use something that is easy to carry, something that never grows old and spoils, something that can be sorted and counted and that everybody wants - something called money.

(1) When explorers go to Antarctica, they always look forward to seeing the penguins. (2) They enjoy watching the penguins do funny things. (3) The penguins slide across the ice on their stomach. (4) They take rides on floating chunks of ice. (5) And they chase each other through the water.

(6) The penguins seem to be curious about the explorers, too. (7) Groups of penguins sometimes follow men around. (8) The birds act as though they want to see what's going on. (9) Once, several years ago, a submarine came to Antarctica. (10) A penguin swam out to it and hopped aboard, to "welcome" the explorers to Antarctica.

1. Circle the numbers of the sentences which tell about <u>how the explorers like to watch the penguins</u>.

   1 2 3 4 5 6 7 8 9 10

2. Circle the numbers of the sentences which tell about <u>what funny things the penguins do</u>.

   1 2 3 4 5 6 7 8 9 10

3. Circle the numbers of the sentences which tell about <u>why a penguin jumped on a submarine</u>.

   1 2 3 4 5 6 7 8 9 10

4. Circle the numbers of the sentences which show that <u>the penguins are curious about the explorers</u>.

   1 2 3 4 5 6 7 8 9 10

This story is <u>mainly</u> about:

1. where you should go to see penguins
2. how explorers and penguins watch each other
3. what funny things penguins do
4. how penguins welcome explorers to Antaractica

EXAMPLE

READ the story below.

Bob and Frank were playing baseball with their friends. Bob's team was at bat. When Bob's turn came, the bases were loaded. Bob really wanted to get a hit, and he swung hard. The ball sailed over the fence, and four runs were scored. Bob was very happy.

NOW read the sentence in the box. Part of the story means the same as the sentence in the box. It may be part of a sentence, or a whole sentence, or more than one sentence. Underline whatever part of the story means the same thing as the sentence in the box.

Bob wanted to get a hit, so he gave the bat a good swing.

READ the story below.

Sparks fly from burning torches and the fiery flames of huge bonfires reach up toward the sky! It is the Indian fire dance! Around and around the fire the Indians leap almost as high as the flames themselves. As the Indians dance closer and closer to the fire, you can see that their bodies are painted. The bright colors glow in the fire light. Wherever you look, figures leap and dance. Sparks seem to explode in the sky.

NOW read the sentence in the box. Underline whatever part of the story means the same thing as the sentence in the box.

The painted bodies of the Indians danced closer and closer to the flames.

READ the story below.

Sparks fly from burning torches and the fiery flames of huge bonfires reach up toward the sky! It is the Indian fire dance! Around and around the fire the Indians leap almost as high as the flames themselves. As the Indians dance closer and closer to the fire, you can see that their bodies are painted. The bright colors glow in the fire light. Wherever you look, figures leap and dance. Sparks seem to explode in the sky.

NOW read the sentence in the box. Underline whatever part of the story means the same thing as the sentence in the box.

Wherever you look, figures leap upward, almost as high as the flames themselves.

READ the story below.

A mean grouchy giant once lived on a beach in Hawaii. He frightened people with his bellowing and hollering. He even used to stick out his long tongue at people. But one day a good giant killed the grouchy giant and flung him to the sharks. The sharks ate all of the grouchy giant except his tongue. It was too tough even for their sharp teeth. So the sharks left the tongue of the grouchy giant on the beach, where it turned into black rock. Today a long tongue of black rock -- all that's left of the grouchy giant -- juts into the water along the beach.

NOW read the sentence in the box. Underline whatever part of the story means the same thing as the sentence in the box.

The sharks couldn't eat the tough tongue, so they left it on the beach.

READ the story below.

A mean grouchy giant once lived on a beach in Hawaii. He frightened people with his bellowing and hollering. He even used to stick out his long tongue at people. But one day a good giant killed the grouchy giant and flung him to the sharks. The sharks ate all of the grouchy giant except his tongue. It was too tough even for their sharp teeth. So the sharks left the tongue of the grouchy giant on the beach, where it turned into black rock. Today a long tongue of black rock -- all that's left of the grouchy giant -- juts into the water along the beach.

NOW read the sentence in the box. Underline whatever part of the story means the same thing as the sentence in the box.

All that's left of the grouchy giant is a long tongue of black rock on a beach in Hawaii.

READ the story below.

Most people don't live in a house that shrinks and swells. But some people in Africa do. They make these houses with grass mats. When it rains, the grass swells until the mats become so tight that the rain can't soak in. But when the sun comes out, the grass shrinks and it makes holes in the mats for the breezes to blow through. So these grass houses are very practical in the rain and in the sun.

NOW read the sentence in the box. Underline whatever part of the story means the same thing as the sentence in the box.

Some people in Africa live in houses that shrink and swell.

READ the story below.

Most people don't live in a house that shrinks and swells. But some people in Africa do. They make these houses with grass mats. When it rains, the grass swells until the mats become so tight that the rain can't soak in. But when the sun comes out, the grass shrinks and it makes holes in the mats for the breezes to blow through. So these grass houses are very practical in the rain and in the sun.

NOW read the sentence in the box. Underline whatever part of the story means the same thing as the sentence in the box.

In the rain the grass mats swell up tight and the water can't get through.

Milk is a drink that has been used for a long time. The first milk that was used came from horses. People in ancient Turkey lived by traveling from place to place on horseback. Since they always had their horses with them horse's milk was readily available. One Turkish king kept a herd of over 10,000 horses to supply milk for his royal household. Jugs of horse's milk were passed around at each meal.

Horse's milk was also used in Russia. In the 1800's horse's milk became a dieting fad. Health resorts would bring in country girls to milk the horses. The fresh horse's milk was then served to the dieters. They liked its interesting taste.

This story is <u>mainly</u> about:

1. why the Turkish used horse's milk
2. how horse's milk has been used by the Turkish and the Russians
3. When milk was first used
4. how horse's milk was used for dieting

SAME	DIFFERENT	The people in Turkey used horses just for their milk.
SAME	DIFFERENT	The first milk used was horse's milk.
SAME	DIFFERENT	The people in ancient Turkey used horse's milk for a dieting fad.

Which Questions Does It Answer?

The information from many things you read can answer different kinds of questions. Read the sentences below. Decide whether the information will answer questions about any of the following: who? what? when? how? where? why? On the line, write your choice of words. Some sentences may be able to answer more than one question.

Example: Gold was discovered in California in 1849.

what where when

1. On January 9, 1971, a man baked a pizza 11 feet wide.

_____

2. Two men from the Carry-All Moving Company pulled a piano slowly along the sidewalk with a rope.

_____

3. The scientist stopped the experiment by turning off the electricity.

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4. Last week, the schools were closed because of the flood.

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5. Some people think that in the next 50 years they may be able to travel to the moon.

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6. At 3 p.m., three fire engines were called to 64 Milton St. to put out a fire.

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7. John Adams was the first President to live in the White House in Washington, D.C. He moved into it in 1800.

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If you ever get a mouthful of ocean water, you'll find it's very saltly. How did it get this way? Rivers are the oceans' saltshakers. Almost every river in the world finally pours its waters into an ocean. While the river is running to the sea, it loosens some of the land and carries it along. The land is made up of rocks and soil, which contain minerals. One of these minerals is salt.

You can't taste the salt in river water because the river doesn't carry much salt at any one time. And you can't taste it in most lakes because as one river brings a little salt in, another river carries it out. It has taken rivers millions and millions of years to pour enough salt into the oceans to make ocean water taste salty.

Green plants need water in order to live. Plants need water to keep the leaves and stems firm. Most plants get water through the ground they are planted in. The roots reach down into the dirt and soak up the water. In the roots and stem of the plant there are tiny parts that fit together to form tubes. Water moves from the roots through these tubes to the stem. The water then moves into the leaves of the plant. These tubes do much the same thing for the plant that the water pipes of a house do for you.

A boy lies stranded on an icy ledge. Snow is falling on him. He cannot move. No man can climb to the ledge without falling. But a huge dog starts to creep toward the boy. When the dog reaches the boy, it lies down on top of him to keep him warm. Then, the dog starts to lick the boy's face. The boy wakes up and throws his arms around the dog's neck. He jumps on the dog's back and hangs on to its neck. And the dog takes the boy to safety.

This story is told about a Saint Bernard dog named Barry. Barry saved the lives of many people lost in the snowy mountains.

A cave can be a home for bats and rats, and crayfish and crickets. But some caves are homes for birds. One kind of a bird that lives in caves is the oilbird. Oilbirds sleep during the day and search for food at night. They are something like bats. They, like bats, have a special kind of radar. They screech, cluck, and squawk. These sounds bounce back to their ears to let them know things are in the way. That's why the birds can fly in the dark caves or during the night without bumping into things.